

# St James-Gaillard Elementary

PO Box 250

Eutawville, South Carolina 29048

**Grades** K-5 Elementary School

**Enrollment** 299 Students

**Principal** Michelle Aiken Wilson 803-492-7927

**Superintendent** Dr. David Longshore, Jr. 803-496-3288

**Board Chair** S. B. Marshall 803-496-3288

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	53	60	3

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	Yes
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Good	Unsatisfactory	Yes

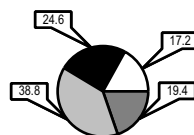
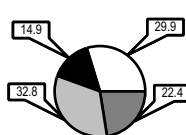
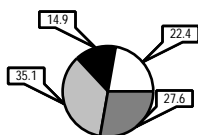
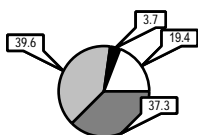
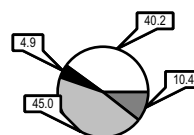
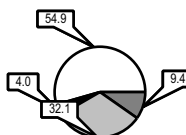
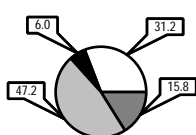
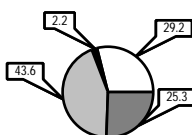
**DEFINITIONS OF SCHOOL RATING TERMS**





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	142	100.0	19.4	39.6	37.3	3.7	50.0	Yes	Yes
<b>Gender</b>									
Male	83	100.0	23.4	46.8	28.6	1.3	39.0		
Female	59	100.0	14.0	29.8	49.1	7.0	64.9		
<b>Racial/Ethnic Group</b>									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	138	100.0	18.5	40.0	37.7	3.8	50.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	117	100.0	10.8	41.4	43.2	4.5	58.6		
Disabled	25	100.0	60.9	30.4	8.7	0.0	8.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non–Migrant	142	100.0	19.4	39.6	37.3	3.7	50.0		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non–Limited English Proficient	141	100.0	19.5	39.1	37.6	3.8	50.4		
<b>Socio–Economic Status</b>									
Subsidized meals	122	100.0	21.1	39.5	36.0	3.5	49.1	Yes	Yes
Full–pay meals	20	100.0	10.0	40.0	45.0	5.0	55.0		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	142	100.0	22.4	35.1	27.6	14.9	55.2	Yes	Yes
<b>Gender</b>									
Male	83	100.0	24.7	41.6	27.3	6.5	48.1		
Female	59	100.0	19.3	26.3	28.1	26.3	64.9		
<b>Racial/Ethnic Group</b>									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	138	100.0	20.8	36.2	27.7	15.4	56.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	117	100.0	11.7	37.8	32.4	18.0	64.0		
Disabled	25	100.0	73.9	21.7	4.3	0.0	13.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non–Migrant	142	100.0	22.4	35.1	27.6	14.9	55.2		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non–Limited English Proficient	141	100.0	21.8	35.3	27.8	15.0	55.6		
<b>Socio–Economic Status</b>									
Subsidized meals	122	100.0	23.7	34.2	27.2	14.9	55.3	Yes	Yes
Full–pay meals	20	100.0	15.0	40.0	30.0	15.0	55.0		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	142	100.0	29.9	32.8	22.4	14.9	37.3
<b>Gender</b>							
Male	83	100.0	33.8	37.7	19.5	9.1	28.6
Female	59	100.0	24.6	26.3	26.3	22.8	49.1
<b>Racial/Ethnic Group</b>							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	138	100.0	28.5	33.8	22.3	15.4	37.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	117	100.0	18.9	36.9	26.1	18.0	44.1
Disabled	25	100.0	82.6	13.0	4.3	0.0	4.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	142	100.0	29.9	32.8	22.4	14.9	37.3
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	141	100.0	29.3	33.1	22.6	15.0	37.6
<b>Socio-Economic Status</b>							
Subsidized meals	122	100.0	30.7	32.5	22.8	14.0	36.8
Full-pay meals	20	100.0	25.0	35.0	20.0	20.0	40.0

<b>Social Studies</b>							
All Students	142	100.0	17.2	38.8	19.4	24.6	44.0
<b>Gender</b>							
Male	83	100.0	22.1	37.7	20.8	19.5	40.3
Female	59	100.0	10.5	40.4	17.5	31.6	49.1
<b>Racial/Ethnic Group</b>							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	138	100.0	16.2	39.2	20.0	24.6	44.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	117	100.0	11.7	36.9	22.5	28.8	51.4
Disabled	25	100.0	43.5	47.8	4.3	4.3	8.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	142	100.0	17.2	38.8	19.4	24.6	44.0
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	141	100.0	17.3	38.3	19.5	24.8	44.4
<b>Socio-Economic Status</b>							
Subsidized meals	122	100.0	17.5	38.6	18.4	25.4	43.9
Full-pay meals	20	100.0	15.0	40.0	25.0	20.0	45.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	51	100.0	23.5	37.3	37.3	2.0	39.2
	4	44	97.7	11.6	48.8	37.2	2.3	39.5
	5	61	100.0	37.7	52.5	9.8	N/A	9.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	45	100.0	7.1	23.8	61.9	7.1	69.0
	4	52	100.0	26.0	46.0	26.0	2.0	28.0
	5	45	100.0	23.8	47.6	26.2	2.4	28.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	51	100.0	21.6	51.0	19.6	7.8	27.5
	4	44	97.7	14.0	44.2	23.3	18.6	41.9
	5	61	100.0	29.5	47.5	21.3	1.6	23.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	45	100.0	4.8	19.0	42.9	33.3	76.2
	4	52	100.0	38.0	36.0	22.0	4.0	26.0
	5	45	100.0	21.4	50.0	19.0	9.5	28.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	45	100.0	7.1	21.4	45.2	26.2	71.4
	4	52	100.0	34.0	46.0	12.0	8.0	20.0
	5	45	100.0	47.6	28.6	11.9	11.9	23.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	45	100.0	2.4	7.1	21.4	69.0	90.5
	4	52	100.0	14.0	54.0	24.0	8.0	32.0
	5	45	100.0	35.7	52.4	11.9	0.0	11.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 299)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.7%	Up from 0.6%	4.0%	3.0%
Attendance rate	95.6%	Down from 96.7%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.9%	Down from 5.2%	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.2%	Down from 5.2%	3.9%	3.2%
Eligible for gifted and talented	15.0%	Down from 20.6%	6.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.5%	No change	8.0%	8.2%
Older than usual for grade	0.0%	Down from 0.6%	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 22)</b>				
Teachers with advanced degrees	63.6%	No change	50.0%	52.6%
Continuing contract teachers	95.5%	Down from 100.0%	81.1%	83.3%
Highly qualified teachers	95.0%	Up from 92.9%	92.9%	93.5%
Teachers with emergency or provisional certificates	4.8%	No change	2.6%	0.0%
Teachers returning from previous year	95.6%	Up from 92.6%	84.4%	87.0%
Teacher attendance rate	95.2%	Down from 96.1%	94.9%	95.0%
Average teacher salary	\$44,806	Up 3.8%	\$40,675	\$41,703
Prof. development days/teacher	12.2 days	Up from 12.0 days	12.7 days	12.8 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	No change	17.5 to 1	18.8 to 1
Prime instructional time	89.7%	Down from 91.5%	89.2%	89.8%
Dollars spent per pupil*	\$6,564	Up 5.4%	\$6,802	\$6,242
Percent of expenditures for teacher salaries*	59.0%	Up from 58.9%	64.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	85.8%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

St. James-Gaillard Elementary School had a very productive 2004-2005 school year. The administration, faculty, staff and students continue to strive for excellence. We continue to promote teamwork, hard work and a vision for success. A positive and caring environment continues to bring us together as a school family.

For the continued development of the administrators and faculty, several facilitators worked throughout the year with teambuilding and with curriculum planning in science, social studies, English language arts and kindergarten building blocks. Many staff members attended graduate classes, in-services and workshops to strengthen their instructional skills and to increase their understanding of the South Carolina Curriculum Standards.

At St. James-Gaillard Elementary School, ninety percent of our students qualify for free and reduced-price meals. These students, who reside in a rural attendance zone, continue to demonstrate academic and artistic gains. Students are exposed to the appropriate curriculum for their grade level along with other enriching and challenging experiences.

In addition to all existing programs and initiatives, during this term we set individual goals for all primary students (Child Development through second grade). These Student Achievement Goals (SAG) were monitored every nine weeks. We were able to track individual progress and formally conference with parents on a regular basis. We firmly believe that during these formative years, we must do everything possible to ensure students' success for the future. In Child Development through second grade, students are learning to read. In third through fifth grades, students are reading to learn.

St. James-Gaillard Elementary School has the support of an excellent School Improvement Council, PTO, and community sponsors. With their assistance, we have continued to work at improving our school. We are on the road to success!

Cynthia White, SIC Chairperson  
Michelle Aiken Wilson, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	22	44	35
Percent satisfied with learning environment	90.9%	86.4%	85.7%
Percent satisfied with social and physical environment	100.0%	81.8%	88.6%
Percent satisfied with school-home relations	63.6%	90.9%	71.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.